Race & Ethnic Relations (SOCI-309)
Rice University
Department of Sociology

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COURSE DESCRIPTION

This course has two primary aims: 1) to change how you view "race" and "ethnicity" in the context of American society; and 2) to critically examine – and offer solutions to – racism in the United States. To begin the semester, we consider "race" as a floating signifier and how "race" is used by the United States government to categorize citizens. Issues such as institutional racism, structural racism, and disparities in socioeconomic status will be addressed to measure racial and ethnic inequalities. While institutions have a significant role to play in keeping the status quo alive and well, we also need to examine the theory of cultural racism and cultural appropriation in the entertainment industry and American society in general.

Of course, we live in the United States, a country that has always given privilege to White people. We must therefore dissect "White privilege," definitions of "Whiteness," and the invisible weight of Whiteness. These issues will be analyzed partially through media coverage, particularly in light of the theory of "racial grammar," or how we talk about certain people and why that matters. The second half of the semester will apply these theories and concepts to the cases of specific groups of people including: Native Americans ("This is our land"), Africans (Fanon and #BlackLivesMatter), Hispanics (the White/Black dichotomy and Hispanic-Muslim identity), Irish ("How the Irish Became White"), Jews (Anti-Semitism, Israel, Zionism), Asians ("the model minority), and Muslims (racial profiling, securitization, and Islamophobia). The last week looks at the Islamophobia industry in America and how Islamophobia can be considered a distinct form of racism even though Muslims are not a "race."

PROMISES

By the end of the semester, you will be able to:

1. Explain how "race" and "ethnicity" are socially constructed concepts and why they are deployed in American society.

2. Develop a critical ability to recognize how news and other forms of media construct certain narratives around particular ethnic groups.
3. Cultivate a deeper sociological understanding of racism – how it works and why – and offer solutions towards dismantling systemic and individual-based racism in American society.

RESPONSIBILITIES

1) As with any course, you should do the readings. Class discussions will be open and free flowing. Reading the material before class makes for a much more vibrant atmosphere. I hope that you will let your voice and ideas be heard.
2) In terms of attendance, I'll hand out a sign in sheet at the beginning of class. I do consider attendance in your final grade. I'll give all that I have to ensure that this isn't one of those classes you simply "blow off."
3) I also take into account classroom participation in your final grade. That being said, I understand that not all students are going to be comfortable discussing matters in class. You can always send me an email or come see me in my office to talk about things related to the readings or current events. I'll consider that as part of your participation grade.
4) My door is always open. I'm easy to reach, so feel free to reach out.
5) Lastly, in relation to late policy, please communicate with me if you are unable to hand in your assignment by the deadline.
6) I don't like computers in the classroom. I find them distracting. Also, please refrain from using your cell phones.

COURSE POLICIES – WELCOME TO "IMMUNITY"

I hereby welcome you to Immunity. In Immunity – our new "community" or "commonwealth" for this semester – we're all equal members. In fact, we're like a nation or country that is working towards something bigger, something better, and something outside of our immediate selves.

Every country desires wealth and – to be honest – Immunity is no different. Nevertheless, our understanding of "wealth" is different than, say, that of the US, Israel, or Russia. We won't be selling our computers for money, invading other classrooms, or partaking in illegal wars against other universities, but we will be enriching each other with our stories, views, and perspectives on race and ethnicity. That's where our wealth comes from. Our wealth comes from knowledge. Our wealth comes from each other. If you hold back from sharing, our wealth decreases. We don't want this to happen, or else we will have failed. We will be bankrupt – morally and intellectually. With all that in mind, your honesty and openness is crucial to our success as a people. Don't hold anything back.

Another important aspect of Immunity is that we're all privileged. That's exactly what immunity means – *privileged* or *exempt*. In this space, we all have the freedom to say what we want. There are no penalties here. You may not be equal outside of Immunity, but inside of it, you are all equal.

As one of many members of Immunity, it's unacceptable for me to allow your discomfort or ignorance about race/ethnicity to become a reason for not addressing these sensitive subjects. In Immunity, we want to push each other into uncomfortable spaces where race and ethnicity are discussed at a "down to earth," yet intellectual level. In addition, some members of Immunity may be more familiar with the consequences of "race" or "ethnicity" than others. That's okay for the time being. Moreover, some members of Immunity may be racially insensitive, racist, prejudiced, arrogant, or politically incorrect, even though they may not be aware of any of this. Our goal in Immunity isn't to bash each other, but to learn from the experiences of others, to hear some of the painful events that people encounter, to correct each other's mistakes, and to enlighten those who might want to avoid uncomfortable race-related topics.

One more thing about Immunity – we're not a "colorblind" people. We acknowledge each other's racial and ethnic identities. There's nothing wrong with being White, Black, Brown, Yellow, Irish, African, Arab, Chinese, Pakistani, Christian, Jewish, Muslim, Hindu or atheist (I can't name them all). We don't run from our identities, we embrace them.

WHAT YOU CAN EXPECT OF ME

1) I'll respond to all questions or queries you may have about the course as well as current events relating to Muslims in American society. Feel free to email at any moment.
2) I'll switch up the teaching methods throughout the semester. I'll usually speak for 15-20 minutes at the beginning of the class and then open it up for discussion. In addition to the lectures and discussions, we might engage in small-group work, watch videos/short documentaries, or read articles from news websites or papers.
3) I'll stick to the syllabus as much as possible, however, the syllabus is a loose version of what we want to be getting to this semester. Our discussions will lead us into organic territory that I may deem important to focus on at the time. Please trust my vision as your teacher. Let's go with the flow.
4) I love to teach. I love engaging in intellectual discussions. I'll be enthusiastic about our topics and reading material each class meeting. That being said, I might go into a tangent that I think is important. If this happens, there's no need to freak out. Trust that it's going somewhere. I wouldn't bring something up if it were irrelevant. At the same time, I don't expect you to incorporate the "tangents" into your assignments.
5) I'm passionate about fighting Islamophobia. Sometimes my passion gets the best of me. I've been criticized for being too subjective. However, I'll also (at times) play devils advocate in order to consider opposing views or experiences.
6) I'll always begin and end class on time.
7) I'll grade promptly and offer you extensive feedback on your papers.
8) I'm always learning. Sometimes you might have questions that I have no answers to. I'm human, not some genius.

OFFICE HOURS

I'll hold office hours on the following days and times throughout the semester:

Monday/Wednesday/Friday (10:00am-10:55am), or by appointment

I'm usually in my office every day. Feel free to stop by unannounced. If I'm not there for whatever reason, send me an email and we'll find another time to meet.

ASSESSMENT

1) **Student Participation (15%)**
2) **Mini-Paper (15%)** – Friday, February 19th (4 pages)
3) **Mid-term Paper (25%)** – Monday, March 14th (6 pages)
4) **Final Paper (40%)** – To be determined (8 pages)

GRADING SCALE

Grading in this course is based on a "traditional" American scale. Plus/minus grading will be used for final grades. The range of grades include:

A = 93-100 A- = 90-92 B+ = 87-89 B = 83-86 B- = 80-82
C+ = 77-79 C = 73-76 C- = 70-72 D+ = 67-69 D = 63-66
D- = 63-66 F = <59

A = "Extraordinary work" which shows excellent understanding of the course materials. The work has exceptional originality and clarity.
B = "Good work" which shows a strong grasp of the course materials. The work demonstrates analytical rigor, but there are errors. Not the most original piece of work.
C = "Poor work" which shows serious errors or misunderstanding of the course material. The work is incoherent and difficult to follow.
D = "Very poor work" which shows little effort. The work has very serious errors and shows an obvious misunderstanding of the course material.
F = "No work or offensive work" which shows no effort to engage with the course material.

STATEMENT ON DISABILITY

Students with a documented disability needing adjustments or accommodation should speak to me within the first few weeks of the semester. Your disability will remain entirely confidential. Students with disabilities should also contact the Disability Support Services in the Allen Center.

HONOR CODE

Students are expected to abide by the Rice Honor System:
(http://honor.rice.edu/emplibrary/Student%20Handbook%20(rev%201-1-08).pdf)

Cheating will not be tolerated under any circumstance. The papers that you write must be entirely your own work. Taking someone else's work and passing it off as your own is plagiarism. Copying the work of others is both unethical and illegal. Consequences for plagiarism may include zero points for the assignment, failure of the course, or possibly expulsion from the university. Do not do it! I will take violations of the Honor System very seriously. Any suspected infringement will be reported. If you have concerns about how to cite a source and give proper credit, please see me.

READING MATERIAL

The syllabus is designed to include many, but not all, of the readings. There is no main textbook/book for this course. Journal articles, book chapters, newspaper/blog pieces, and videos will be placed in the relevant week folder as the course progresses. The marking *** is required readings in order to participate in class discussions while the marking ** is suggested reading. Readings marked * are optional readings that you will find helpful. These readings are typically news or blog pieces that are shorter and "less academic."

WEEK 1: "RACE" AS A SOCIAL CONSTRUCT

Monday, January 11th – Opening Remarks

Wednesday, January 13th – "Race" – The "Floating Signifier"

*** HALL, S. (1997) "Race, The Floating Signifier," retrieved on 22 August 2015, found on the World Wide Web:
https://www.youtube.com/playlist?list=PL6927D30BB26C0E8D
** SUSSMAN, R.W. (2014) "There Is No Such Thing as Race," retrieved on 6 August 2015, from the World Wide Web:
http://www.newsweek.com/there-no-such-thing-race-283123
* HALL, S. (1997) "Race, The Floating Signifier (Transcript)," *Media Education Foundation*.

Friday, January 15th – "Race" and the U.S. Census

*** WADE, L. (2015) "The US Census and the social construction of race," retrieved on 10 January 2016, found on the World Wide Web:
http://thesocietypages.org/socimages/2015/10/02/the-census-and-the-social-construction-of-race/

*** PEW RESEARCH CENTER. (2014) "U.S. Census looking at big changes in how it asks about race and ethnicity," retrieved on 10 January 2016, found on the World Wide Web: http://www.pewresearch.org/fact-tank/2014/03/14/u-s-census-looking-at-big-changes-in-how-it-asks-about-race-and-ethnicity/

WEEK 2: PREJUDICE AND DISCRIMINATION

Monday, January 18th – No class

Wednesday, January 20th – Institutional Racism

*** DIAS, R.A. (2013) "Historical Development of Institutional Racism," retrieved on 10 January 2016, found on the World Wide Web: http://www.crossroadsantiracism.org/wp-content/themes/crossroads/PDFs/Crossroads%20Historical%20Development%20of%20Racism.pdf

Friday, January 22nd – Structural Racism & Socioeconomic Status

*** GOYETTE, B. & SCHELLER, A. (2015) "15 Charts That Prove We're Far From Post Racial," retrieved on 10 January 2016, found on the World Wide Web: http://www.huffingtonpost.com/2014/07/02/civil-rights-act-anniversary-racism-charts_n_5521104.html
*** AMERICAN PSYCHOLOGICAL ASSOCIATION. (Online) "Ethnic and Racial Minorities & Socioeconomic Status," retrieved on 10 January 2016, found on the World Wide Web: http://www.apa.org/pi/ses/resources/publications/factsheet-erm.aspx
** THE ASPEN INSTITUTE. (Unknown) "Glossary for Understanding the Dismantling Structural Racism/Promoting Racial Equity Analysis," retrieved on 10 January 2016, found on the World Wide Web: http://www.aspeninstitute.org/sites/default/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf

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WEEK 3: CULTURAL RACISM

Monday, January 25th – Cultural Racism

*** BLAUT, J.M. (1992) "The Theory of Cultural Racism," retrieved on 6 August 2015, found on the World Wide Web: http://www.columbia.edu/~lnp3/mydocs/Blaut/racism.htm

Wednesday, January 27th – Cultural Appropriation

*** FEMINISH. (2012) "Cultural Appreciation or Appropriation?" retrieved on 8 January 2016, found on the World Wide Web: http://www.feminish.com/wp-content/uploads/2012/08/culturalappropriationread.pdf

Friday, January 29th – Appropriation in the Entertainment Industry

*** MOHAMED, H. (2015) "Appropriating Black, Asian, and Islamic Culture for Entertainment," retrieved on 8 January 2016, found on the World Wide Web: http://chicagomonitor.com/2015/07/appropriating-black-asian-and-islamic-culture-for-entertainment/

WEEK 4: WHITE PRIVILEGE

Monday, February 1st – The Invisible Weight of Whiteness

*** MCINTOSH, P. (1988) "White Privilege: Unpacking the Invisible Knapsack," *Working Paper 189: White Privilege and Male Privilege: A Personal Account of Coming To See Correspondence through Work in Women's Studies*, Wellesley College.

Wednesday, February 3rd – How Privileged Are You (Exercise)?

*** BLAKE, J. (2011) "Are whites racially oppressed?" retrieved on 10 January 2016, found on the World Wide Web: http://www.cnn.com/2010/US/12/21/white.persecution/

Friday, February 5th – Is White Privilege Ending in the US?

*** WISE, T. (2012) "Is the Era of White Privilege Nearing an End in the US?" retrieved on 8 January 2015, found on the World Wide Web: http://www.truth-out.org/opinion/item/6939:is-the-era-of-white-privilege-nearing-an-end-in-the-us
** CLIFTON, D. (2014) "7 Ways White People Can Combat Their Privilege," retrieved on 8 January 2016, found on the World Wide Web: http://mic.com/articles/100716/7-ways-white-people-can-combat-their-privilege#.EKrwDhV5B

WEEK 5: RACIAL GRAMMAR & THE MEDIA

Monday, February 8th – "Racial Grammar"

*** BONILLA-SILVA, E. (2012) "ERS Annual Lecture 2011: The invisible weight of whiteness: the racial grammar of everyday life in contemporary America," *Ethnic and Racial Studies*, 35,2, pp.173-194.

Wednesday, February 10th – The Case of James Holmes Vs. Michael Brown

*** ELIGON, J. (2014) "Michael Brown Spent Last Weeks Grappling With Problems and Promise," retrieved on 11 January 2016, found on the World Wide Web: http://www.nytimes.com/2014/08/25/us/michael-brown-spent-last-weeks-grappling-with-lifes-mysteries.html?_r=1

*** DOCTER, C. (2012) "Shooting suspect was doctoral student, had "obvious intellectual capacity," retrieved on 11 January 2016, found on the World Wide Web: http://fox6now.com/2012/07/21/shooting-suspect-was-doctoral-student-had-obvious-intellectual-capacity/

Friday, February 12th - Reverse Racism – Is It Real?

*** BLAY, Z. (2015) "4 'Reverse Racism' Myths That Need To Stop," retrieved on 10 January 2016, found on the World Wide Web: http://www.huffingtonpost.com/entry/reverse-racism-isnt-a-thing_55d60a91e4b07addcb45da97

WEEK 6: IMMIGRATION

Monday, February 15th – Who "Belongs" Here?

*** SCHRAG, P. (2010) "UNWANTED: Immigration and Nativism in America," retrieved on 10 January 2016, found on the World Wide Web: http://www.immigrationpolicy.org/sites/default/files/docs/Immigration_and_Natvism_091310.pdf

Wednesday, February 17th – A "Melting Pot"? Or "Mixed Salad"?

*** TAYLOR, C. (Unknown) "Pluralism vs. Melting Pot," retrieved on 10 January 2016, found on the World Wide Web: http://drcharlestaylor.com/PluralismMeltingPot.pdf

Friday, February 19th – "Nativism" in 2016

*** CENTER FOR NEW COMMUNITY (2013) "Islamophobia, the New Nativism," retrieved on 10 January 2016, found on the World Wide Web: http://newcomm.org/wp-content/uploads/2013/05/Islamophobia-the-New-Nativism.pdf
* OSNOS, E. (2015) "The fearful and the frustrated: Donald Trump's nationalist coalition takes shape – for now," retrieved on 10 January 2016, found on the World Wide Web: http://www.newyorker.com/magazine/2015/08/31/the-fearful-and-the-frustrated

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WEEK 7: NATIVES

Monday, February 22nd – The Origins of Anti-Native Sentiments

*** ZINN, H. (2015) "Columbus, The Indians, and Human Progress," *A People's History of the United States, 1492-Present*, retrieved on 7 August, from the World Wide Web: http://www.thegoyslife.com/Documents/Books/A%20People's%20History%20of%20the%20United%20States-%20Howard%20Zinn.pdf

Wednesday, February 24th – Demographic Overview of Natives Today

*** UNITED STATES CENSUS (2011) "American Indian and Alaska Native Heritage Month: November 2011," retrieved on 8 January 2016, found on the World Wide Web: https://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb11-ff22.html

Friday, February 26th – Reclaiming Sacred Land

*** GLIONNA, J.M. (2016) "How the Oregon militia standoff became a battle with a Native American tribe," retrieved on 8 January 2016, found on the World Wide Web: http://www.theguardian.com/us-news/2016/jan/06/oregon-militia-malheur-wildlife-refuge-paiute-indian-tribe-sacred-land

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WEEK 8: SPRING BREAK

WEEK 9: AFRICANS

Monday, March 7th – "I'm Always a 'Black Man'"

*** MACAT EDUCATION (2015) "An Introduction to Frantz Fanon's Black Skin White Masks – A Macat Sociology Analysis," retrieved on 10 January 2016, found on the World Wide Web: https://www.youtube.com/watch?v=TR3hcm41Nb8
*** FANON, F. (2000) "The Fact of Blackness: Translated by Charles Lam Markmann," in L. Back & J. Solomos *Theories of Race and Racism: A Reader*, London & New York: Routledge.
** DU BOIS, W.E.B. (2000) "The Conservation of Race," in L. Back & J. Solomos *Theories of Race and Racism: A Reader*, London & New York: Routledge.

Wednesday, March 9th – #BlackLivesMatter

*** PETERSEN-SMITH, K. (2015) "Black Lives Matter: A New Movement Takes Shape," retrieved on 8 January 2016, found on the World Wide Web: http://isreview.org/issue/96/black-lives-matter
* YANCY, G. & BULTER, J. (2015) "What's Wrong With 'All Lives Matters'?, retrieved on 7 August 2015, from the World Wide Web: http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?_r=0

Friday, March 11th – Pushback and Growing Pains

*** MOYER, J.W. (2015) "'White Student Union' challenges Black Lives Matter at University of Illinois," retrieved on 8 January 2016, found on the World Wide Web:

https://www.washingtonpost.com/news/morning-mix/wp/2015/11/20/white-student-union-challenges-black-lives-matter-at-university-of-illinois/
*** SAVALI, K.W. (2015) "How Media Bias Is Killing Black America," retrieved on 8 August 2015, from the World Wide Web: http://www.theroot.com/articles/culture/2015/06/how_media_bias_is_killing_black_america.html

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WEEK 10: HISPANICS

Monday, March 14th – Rendering Hispanics Invisible

*** LUNA, E. (2003) "How the Black/White Paradigm Renders Mexicans/Mexican Americans and Discrimination Against Them Invisible," Berkeley La Raza Law Journal, 14,2, pp.225-253. http://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1131&context=blrlj

Wednesday, March 16th – Hispanics and Muslim Identity

** TAYLOR, J.M. (2009) *New Muslim Cool*, retrieved on 6 January 2015, found on the World Wide Web: https://www.viewster.com/movie/1193-15319-000/new-muslim-cool/
** WAKIN, D.J. (2002) "Ranks of Latinos Turning to Islam Are Increasing; Many in City Were Catholics Seeking Old Muslim Roots," retrieved on 8 January 2016, found on the World Wide Web: http://www.nytimes.com/2002/01/02/nyregion/ranks-latinos-turning-islam-are-increasing-many-city-were-catholics-seeking-old.html

Friday, March 18th – Responses to Huntington's "Who Are We?"

*** HUNTINGTON, S.P. (2004) "The Hispanic Challenge," retrieved on 21 August 2015, from the World Wide Web: http://tigger.uic.edu/~mramos8/Latino%20Politics/Huntington%20The%20Hispanic%20Challange.pdf
*** TELLES, E. (2006) "Mexican Americans and the American Nation: A Response to Professor Huntington," *Aztlan: A Journal of Chicano Studies*, 31,2, pp.7-23.

WEEK 11: IRISH

Monday, March 21st – "No Irish Need Apply"

*** KENNY, K. (Unknown) "Irish Immigrant Stereotypes and American Racism," retrieved on 10 January 2016, found on the World Wide Web: http://picturinghistory.gc.cuny.edu/item.php?item_id=211
*** DANIELS, J. (2010) "Irish-Americans, Racism, and the Pursuit of Whiteness," retrieved on 10 January 2016, found on the World Wide Web: http://www.racismreview.com/blog/2010/03/17/irish-americans-racism-and-the-pursuit-of-whiteness/

* JENSEN, R. (2002) "'No Irish Need Apply": A Myth of Victimization," *Journal of Social History*, Vol. 36, No. 2, pp.405-429.
http://www.americanhistoryprojects.com/downloads/19th-c/Jensen-2002-No-Irish.pdf

Wednesday, March 23rd – How the Irish Became White

*** IGNATIEV, J. (1995) "Introduction," *How the Irish Became White*, New York & London: Routledge.
** BIGELOW, B. (2012) "The Real Irish American Story Not Taught in Schools," retrieved on 8 August 2015, from the World Wide Web:
http://www.huffingtonpost.com/bill-bigelow/the-real-irish-american-s_1_b_1345521.html
* CASEY, M.R. (2012) "How Waves of Irish Became Americans," retrieved on 7 August 2015, from the World Wide Web:
http://www.nytimes.com/roomfordebate/2012/11/15/how-immigrants-come-to-be-seen-as-americans/how-waves-of-irish-became-americans

Friday, March 25th – Stereotypes of Irish-Americans Today

*** HARPER, J. (2014) "O'Done with It: Irish Americans protest 'negative stereotyping' as bawdy drunks," retrieved on 10 January 2016, found on the World Wide Web:
http://www.washingtontimes.com/news/2014/mar/16/weary-drunk-leprechauns-irish-americans-protest-th/?page=all
*** ESPN.com (2016) "Connor McGregor: Don't bring race into my success," retrieved on 10 January 2016, found on the World Wide Web:
http://espn.go.com/mma/story/_/id/14532598/conor-mcgregor-tells-floyd-mayweather-ever-bring-race-my-success-again

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WEEK 12: JEWS

Monday, March 28th – A Brief History of Anti-Semitism

** AMERICAN DEFAMATION LEAGUE (2015) "A Brief History of Anti-Semitism," retrieved on 7 August 2015, from the World Wide Web:
http://www.adl.org/assets/pdf/education-outreach/Brief-History-on-Anti-Semitism-A.pdf

Wednesday, March 30th – America and the Holocaust

*** PUBLIC BROADCAST RADIO. (1994) "American Experience & America and the Holocaust," retrieved 10 January 2016, found on the World Wide Web:
https://www.youtube.com/watch?v=_nT-b6hpcfA

Friday, April 1st – Anti-Israel, Anti-Zionism - Is it Anti-Semitism?

*** BUTLER, J. (2003) "No, it's not anti-semitic," retrieved on 7 August 2015, from the World Wide Web:
http://www.lrb.co.uk/v25/n16/judith-butler/no-its-not-anti-semitic

* SHAW, B. (2015) "Anti-Semitism in the guise of delegitimation and anti-Zionism," retrieved on 7 August 2015, from the World Wide Web: http://www.jpost.com/Opinion/Anti-Semitism-in-the-guise-of-delegitimization-and-anti-Zionism-403558

WEEK 13: ASIANS

Monday, April 4th – Chinese Exclusion Act

*** UNITED STATES CONGRESS. (1882) "Chinese Exclusion Act," retrieved on 10 January 2016, found on the World Wide Web: http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Content/PDFs/Chinese_Exclusion_Act.pdf

Wednesday, April 6th – Asian Americans' Experiences of Racism

*** KIM, N. "Asian Americans' Experiences of 'Race' and Racism," in H. Vera & J.R. Feagin Handbook*s of the Sociology of Racial and Ethnic Relations*, Springer. http://seattlequest.org/wp-content/uploads/2014/09/Asian-Americans-Exerience-of-Race-Racism.pdf

Friday, April 8th – "The Model Minority"

*** THE ECONOMIST. (2015) "The model minority is losing patience," retrieved on 10 January 2016, found on the World Wide Web: http://www.economist.com/news/briefing/21669595-asian-americans-are-united-states-most-successful-minority-they-are-complaining-ever

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WEEK 14: MUSLIMS

Monday, April 11th – Islam, It's Not a Monolith

*** UNITED STATES STATE DEPARTMENT. (UNKNOWN) "American Muslims," retrieved on 6 January 2015, found on the World Wide Web: http://photos.state.gov/libraries/amgov/30145/publications-english/American_Muslims.pdf
** GREGORIAN, V. (2001) "Islam: A Mosaic, Not a Monolith," retrieved on 6 January 2015, found on the World Wide Web: https://online.wsu.edu/courses/islam/modules/01/Vartan-Islam%20A%20Mosaic%20Not%20a%20Monolith.pdf
* UL-HUDA, Q. (2006) "The Diversity of Muslims in the United States: Views as Americans," retrieved on 7 January 2016, found on the World Wide Web: http://www.usip.org/sites/default/files/sr159.pdf

Wednesday, April 13th – The Securitization of Muslim Americans

*** MUJAHID, A.M. (2003) "In a Virtual Internment Camp: Muslim Americans Since 9/11," retrieved on 6 January 2015, found on the World Wide Web: http://www.soundvision.com/article/in-a-virtual-internment-camp-muslim-americans-since-911
*** SHAMSI, H. (2016) "Landmark Settlement in Challenge to NYPD Surveillance of New York Muslims: What You Need to Know," retrieved on 8 January 2016, found on the World Wide Web: https://www.aclu.org/blog/speak-freely/landmark-settlement-challenge-nypd-surveillance-new-york-muslims-what-you-need

Friday, April 15th – Experiences of Muslim Women

*** KARASU, S. (2013) "Muslim-American Women in the United States: What is Considered Muslim Enough," retrieved on 8 January 2016, found on the World Wide Web: http://steinhardt.nyu.edu/appsych/opus/issues/2013/spring/karasu
** FEUER, A. (2015) "Linda Sarsour Is a Brooklyn Homegirl in a Hijab," retrieved on 8 January 2016, found on the World Wide Web: http://www.nytimes.com/2015/08/09/nyregion/linda-sarsour-is-a-brooklyn-homegirl-in-a-hijab.html
** AMERICAN CIVIL LIBERTIES UNION. (2015) "Discrimination Against Muslim Women – Fact Sheet," retrieved on 8 January 2016, found on the World Wide Web: https://www.aclu.org/discrimination-against-muslim-women-fact-sheet

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WEEK 15: ISLAMOPHOBIA AS RACISM

Monday, April 18th – "The Last Acceptable Racism"

*** SAYYID, S. (2011) "Racism and Islamophobia," *International Centre from Muslim and non-Muslim Understanding*, retrieved on 6 August 2015, from the World Wide Web: http://www.unisa.edu.au/Documents.
* SAID, E. (1978) "Chapter 1: Introduction" in E. Said *Orientalism*, London & Henley: Routledge & Kegan Paul.

Wednesday, April 20th – "The Islamophobia Industry

* CRAVEN, J. (2015) "KKK Was Terrorizing America Decades Before Islamic State Appeared," retrieved on 6 August 2015, from the World Wide Web: http://www.huffingtonpost.com/2015/02/27/kkk-terrorist-organization_n_6764866.html

Friday, April 22nd – "Flying While Brown"

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